

RECORD OF THE REGULAR MEETING OF THE BROOKLINE SCHOOL COMMITTEE HELD ON **THURSDAY, MARCH 10, 2016** AT 6:00 PM IN THE JAMES F. WALSH SCHOOL COMMITTEE ROOM, 5<sup>TH</sup> FLOOR, TOWN HALL. STATUTORY NOTICE OF THIS MEETING WAS FILED WITH THE TOWN CLERK.

School Committee Members Present: Ms. Ditkoff (Chairman), Ms. Scotto (Vice Chairman), Ms. Charlupski, Mr. Glover, Dr. Jackson, Mr. Pollak, Ms. Stone, and Ms. Stram. School Committee members absent: Mr. Chang. Also present: Dr. Connelly, Dr. Fischer-Mueller, Dr. Shmukler, Ms. Dunn, Mr. Lummis, Mr. Kahn, and Ms. Coyne.

**1. ADMINISTRATIVE BUSINESS**

**a. Calendar**

Ms. Ditkoff called the meeting to order at 6:00 PM. She noted upcoming events on the calendar. Ms. Ditkoff noted that Mr. Chang is unable to be at tonight's meeting. The proposed vote to appoint a superintendent will be postponed until March 22, 2016, when all School Committee members will be able to participate in the discussion and vote.

**b. Consent Agenda**

**ACTION 16-11**

On a motion of Ms. Scotto and seconded by Ms. Stram, the School Committee VOTED (Dr. Jackson abstained because she was not at the February 25, 2016 meeting) to approve the items included in the Consent Agenda.

- i. Past Record: February 25, 2016 School Committee Meeting
- ii. Past Record: March 3, 2016 School Committee Meeting
- iii. Out-of-State Student Trip: Lincoln School 8<sup>th</sup> Grade to New York City; June 14, 2016 to June 15, 2016 (Attachment A)

**2. SUBCOMMITTEE AND LIAISON REPORTS**

**a. Finance**

Ms. Stram reported that the Finance Subcommittee met on March 7, 2016 to discuss the FY 2017 Budget. Later this evening Dr. Connelly and Ms. Dunn will be presenting the Interim Superintendent's FY 2017 Budget. The next meeting of the Finance Subcommittee will take place on March 14, 2016. The agenda will include review of the FY 2017 Budget with discussion focused on reserves and investments in educational equity.

**b. Capital Improvements**

**i. Update on 9<sup>th</sup> School Request for Qualifications (RFQ)**

Mr. Pollak provided an update on the 9<sup>th</sup> School Request for Qualifications (RFQ). The School Committee and Board of Selectmen agreed that it would be worthwhile to pursue a detailed conceptual study of three potential sites for a 9<sup>th</sup> school: Baker, Baldwin, and Stop & Shop. The Building Commission had some suggestions for modifying the draft RFQ, but was supportive. Once the studies are completed, we will

seek public input, deliberate, and determine a way forward. Chairman of the Board of Selectmen Neil Wishinsky and members of the School Committee will be joining the Park and Recreation Commission on March 15, 2016 for a 9<sup>th</sup> School Study Public Hearing and Discussion: Focus on South Brookline Sites including Baldwin School, Baker School and the Golf Course and Impact to or Use of Parks.

**ii. Update on High School Process**

Dr. Connelly noted that the Massachusetts School Building Authority (MSBA) has indicated that it is unlikely to act on a 9th elementary school or Brookline High School (BHS) expansion project before completion of the Devotion project. The School Committee, Board of Selectmen and Advisory Committee are in agreement that we proceed without seeking MSBA involvement. Dr. Connelly reported that in order to meet the BHS Expansion Project timeline, an SMMA study working group was formed. This group of school administrators, teachers and School Committee members will meet five or six times over the next two months to fully evaluate the SMMA report completed last year. This working group hopes to develop a streamlined vision of viable alternatives for BHS expansion options so that a feasibility study can focus on specific renovation and expansion needs.

**iii. Update on FY 2017 Capital Improvements Program (CIP)**

Mr. Pollak reported that we have been looking very carefully at the CIP. One proposal is to include \$800,000 in FY 2017 for school studies (possible breakdown, \$300,000 for 9<sup>th</sup> school feasibility/project management and \$500,000 for high school feasibility/project management) and \$2.3 million in FY 2018 for schematic design (possible breakdown, \$1 million for the 9<sup>th</sup> school and \$1.3 million for the high school). Ms. Ditkoff requested that we have additional conversation with the town on the proposed funding of Devotion transportation costs in the operating budget. Past projects included these funds in project costs.

In addition, Mr. Pollak reported that the Devotion project is on schedule. The School Committee may need to schedule a special meeting in early June to approve bids. Ms. Charlupski reported that there will be a Devotion Project Community Meeting on June 8, 2016.

**c. Curriculum**

Ms. Charlupski reported that the Curriculum Subcommittee met on February 24, 2016 to review the MCAS 2016 Subgroup Report. The report will be presented later this evening. The Subcommittee met earlier today to review the Runkle School Improvement Plan. The next meeting of the Curriculum Subcommittee will take place on March 22, 2016. The agenda will include review of the Lincoln and Baker School Improvement Plans.

**d. Government Relations**

Ms. Stone had nothing to report at this time.

**e. Policy Review**

Dr. Jackson reported that the next meeting of the Policy Review Subcommittee will take place on March 17, 2016. The agenda will include continuation of review of the Public Schools of Brookline (PSB) Physical Restraint Policy and an initial discussion on the PSB anti-bullying, anti-discrimination, and anti-harassment policies to ensure that they are up-to-date and consistent.

**f. Additional Liaisons and Updates**

Ms. Stone provided an update on negotiations.

*Because the School Committee negotiates in executive session with the Brookline Educators Union (BEU), it is not appropriate to comment publicly on specific proposals being discussed in the three separate contracts before us (Unit A Teachers; Unit B Administrators; and Paraprofessionals Unit). We hope, however, that what follows will correct some of the misconceptions in the public discussion and clarify what is actually occurring in the negotiations process.*

***Importance of the 1-Year Agreements in 2015***

*The 1-year contracts successfully negotiated last year were the result of months of negotiations and discussions that included multiple exchanges of proposals and counter-proposals from both sides, respectful discussion of the issues raised, and eventual agreement on a series of language changes and wage increases in response to issues raised by the BEU. Those wage increases committed well over one million dollars of new money each year to raise every teacher's and administrator's salary by 2% and to raise paraprofessional wages by 3%.*

*Impact: The general wage increases mid-2015 of 2% across the board means that, for example, the salary for a Brookline teacher with a Master's degree at step 7 (the middle of the salary schedule) is currently \$70,247 for a work year of 183 days (180 school days with students; 3 preparation and/or professional development days). Note: A recent Facebook post showed the Brookline teacher salary scale from 2014, not the current salary scale. The 1-year agreement that went into effect August 31, 2015 raised all of those salaries.*

***Negotiating in Good Faith***

*It is simply untrue that the School Committee has ever refused to meet with or negotiate with the BEU. We meet regularly on days and times to which both sides have agreed. The School Committee has given serious and detailed proposals to the BEU, and we have discussed at length the issues raised by the BEU negotiating team in order to understand and try to address them. That is what "bargaining in good faith" means. We continue to do so.*

*Since July, 2015 when our current negotiations began, we have held more than a dozen sessions with the BEU and spent countless more hours in preparation for those sessions, gathering information to inform our discussions with the Union and preparing proposals*

*or responses to proposals. At the bargaining session with the BEU on February 1st, we agreed on future dates for negotiations including dates through the end of April. Everyone hopes we won't need to use all those dates and that agreements will be reached soon, but it takes both sides to agree to a contract. We are all eager to reach agreement and will continue to bargain in good faith toward that goal.*

***What are the Obstacles to Agreement?***

*To understand why we have not yet reached agreement, it's important to understand that the proposals put across the table by the School Committee stay within the parameters and limits of the Override budget passed last spring. The override was based on detailed budgets that reflected what the Schools will need in the next three years in order to:*

- 1) hire enough teachers to maintain class sizes so that teachers may give sufficient attention to every child;*
- 2) hire more classroom support personnel such as psychologists, guidance counselors, social workers, and specialists to meet students' needs and to maintain safe learning environments; and*
- 3) improve our technology infrastructure which will, over time, improve educational opportunity and innovation, and reduce the time spent on paperwork.*

*These are issues the teachers have repeatedly raised, and the override was the School Committee's most dramatic response to address them. Its success means we have been able to grow in order to meet higher enrollments, to hire the additional teachers and support personnel, and to maintain class sizes (which still average 21). We have increased the number of specialists in our school buildings who support students and teachers. Over the next two years, the hiring contemplated in the Override budget will continue.*

*It is true that the administration has also added positions to help run a much larger and more complex school district, manage data to keep ourselves accountable to meeting student needs, and put in place special education and human resources supports necessary for the size and complexity of the district. But it is simply not true to say that administration is the only place override dollars have been spent.*

*The School Committee will continue to honor its obligation to spend override funds as promised. By contrast, the Union's proposals would require committing to even more staff hiring than contemplated in the override budgets and at higher cost. Their proposals collectively would cost many millions of dollars more than what was in the override.*

*Distance between the two sides in negotiations on such issues is to be expected, but closing that distance takes time. The School Committee continues to bargain in good faith with the BEU with the goal of reaching new agreements that are good for our students and fair to our terrific teachers and staff, and that are within the bounds of the override budget for which the citizens of the town voted.*

***Work to Rule***

*The School Committee fully acknowledges the right of the BEU and its members to publicly express their concerns regarding the status of collective bargaining with the School Committee and to exercise their rights of action under the law, but such actions do not change the nature or status of negotiations. Our top priority continues to be the students who attend school in Brookline, and we are distressed by any actions that involve students with these contract disputes. Our students deserve to spend their school days focused on learning.*

**3. PUBLIC COMMENT**

Cornelia (Kea) van der Ziel, Town Meeting Member Precinct 15, made the following statement on behalf of herself and 11 additional Town Meeting Members.

*We have several questions and concerns about the process used to select a new Superintendent for our schools.*

- 1. How were the decisions made to arrive at the 3 finalists? We understand that there are legitimate confidentiality concerns in not releasing the names of the 29 applicants, but surely we could have some more information about the racial/ethnic and gender make-up of this group. Saying that 10 of the group were applicants of color is not enough. We would like a better breakdown of the group. Prior experience as a schools superintendent should be of importance. How many applicants have had this experience? How many had relevant PhDs or EdDs? The job description for the Superintendent states that the Superintendent will have a doctoral degree (among other qualifications) or “such alternatives that the School Committee may find appropriate and acceptable.” Interestingly, the Deputy Superintendent for Teaching and Learning job posting states that a doctorate is preferred.*
- 2. Was the acting Superintendent, Dr. Connelly, involved in the process? Further, how closely was the Office of Diversity, Inclusion and Community Relations involved? Although we realize that they do not have jurisdiction over the School Department, certainly their expertise in hiring and vetting applicants should be utilized. Was anyone from METCO involved in these decisions?*
- 3. What went into the decision of 6 of your members to vote for the least experienced candidate? Brookline is facing a critical time with many issues that need to be addressed in the next few years and that will have profound repercussions for years to come. It is important that we get this right the first time. Our schools are part of a system with many components including K-8 schools, a high school and an adult and community ed program. We need someone who has had experience in the administration of not only an elementary school but also a high school.*

*We hope that you will address these concerns at the meeting later this week when you make your final decision.*

Brookline resident Arthur Conquest spoke with the regards to the superintendent search process. He expressed concern that the favored candidate ran a Boston school that received grants from an organization associated with some School Committee members. Mr. Conquest questioned the motivation of the search process consultant in its recommendation of finalists. He stated that the Brookline Schools have a history of not appointing qualified black candidates to leadership positions and hiring white administrators to deal with black issues. Mr. Conquest stated that he believes there is a culture of institutional racism in the town's hiring practices.

Ian Roffman, President of the Brookline Education Foundation, expressed his appreciation to the School Committee for leading a thoughtful and robust superintendent search process that engaged parents, guardians, staff, and community groups, first through focus groups and later in the finalist review process.

Melanee Alexander, Associate Dean at Brookline High School, thanked Ms. Stone for making a statement on negotiations. She stated that as leaders we must take unpopular stands at times and do what is in our hearts and mind for those we represent. We need positive and strong leadership to guide us in the right direction. We need to keep the interests of children at mind; be willing to work on ideas to creatively solve problems; and take into consideration what is best for children in the long run.

#### **4. INTERIM SUPERINTENDENT'S REPORT**

Dr. Connelly provided the following report:

##### **1. BHS Expansion Project-SMMA Study Working Group Formed**

*To meet the BHS Expansion Project timeline (timeline enclosed), an SMMA study working group has been formed. This group of school administrators, teachers and School Committee members plan to meet five or six times over the next 2 months to fully evaluate the SMMA report completed last year. This working group hopes to develop a streamlined vision of viable alternatives for BHS expansion options so that a feasibility study can focus on specific renovation and expansion needs. The working group will begin their work on Wednesday, March 16<sup>th</sup>. Currently, the group's membership includes the following: Joe Connelly, Mary Ellen Dunn, Susan Wolf Ditzkoff, David Pollak, Deb Holman (Headmaster), Hal Mason (Assistant Headmaster), Ed Wiser (Science Coordinator), Alicia Mitchell (Visual Arts Coordinator), and an SMMA Consultant.*

##### **2. Lawrence and Pierce Principal Searches now complete.**

*I am pleased to report the search for principals to replace retiring long-time Brookline principals Pipier Smith-Mumford and Rick Rogers has now been completed. The Search Committees from each school viewed 37 (Lawrence) and 41 (Pierce) applications of which approximately 20% were candidates of color. Each Search Committee identified nine candidates to be interviewed over a three week period. Each Search Committee then referred finalists to the Senior Staff for second round interviews and in-depth reference checks. Due to the fact all finalists were currently serving as*

*successful principals and received extremely strong references, we did not extend the search process to include site visits. This decision was also based on the fact 3 of 4 of our chosen finalists were finalists in other school districts' principal searches. It is important to stress each of our two selected candidates had the full support of all members of the Search Committee that interviewed them. The selected candidates have enthusiastically accepted my offer to serve as principal here in Brookline. I hope to complete contract negotiations this week.*

**Christine Kelley – Pierce School**

<i>Interim Principal, Winchester High School</i>	-	<i>2015 – 2016</i>
<i>Principal, Lynch Elementary School, Winchester</i>	-	<i>2010 – 2015</i>
<i>Principal, Clapp-Goodyear Elementary School, Hudson</i>	-	<i>2006 – 2010</i>
<i>Winchester Elementary Teacher-Primary Grades (15 years)</i>	-	<i>1991 – 2006</i>
<i>Wilmington Middle School (3 years)</i>	-	<i>1988 – 1991</i>

**Warren Blair – Lawrence School**

<i>Interim Principal, Bear Creek High School, Jefferson County, CO</i>	-	<i>2015 – 2016</i>
<i>Middle School and Elementary Principal (18 years) Jefferson County, CO</i>	-	<i>1997 – 2015</i>
<i>Elementary Teacher, Adams Twelve Five Star Schools (10 years)</i>	-	<i>1987 – 1997</i>
<i>Jefferson County, CO</i>		

*I would like to present and introduce Christine Kelley and Warren Blair to the School Committee at the March 22, 2016 School Committee meeting. During the week of March 21<sup>st</sup> Christine and Warren will also spend a day in their assigned school. They will attend a faculty meeting and have a chance to meet their new school community at a morning parent reception. I would like to take this opportunity to once again acknowledge the time and commitment provided by each Search Committee. I will invite them to attend the March 22<sup>nd</sup> School Committee meeting as well.*

**3. Materials Fee and METCO 2016 – 2017 Registration Information through 3/8/16**

*Attached you will find the detail requested at the February 25<sup>th</sup> School Committee meeting.*

**4. 2016 Staff and Parent Survey**

*We will start the 2015-16 Climate and Culture Surveys this month. The faculty and staff surveys will be open from March 21 to April 8 with the Parent/Guardian Surveys to start on April 4 and run through April 27. The purpose of these surveys is to learn more about the climate and culture in schools and across the district. In response to feedback we received from respondents last year, this year's survey will be administered by an external vendor, Panorama Education, to enhance confidentiality and to provide us with quicker turnaround on reporting of results. We have also included questions about the district leadership and support in addition to school-based questions.*

*All permanent faculty and school and Central Office-based educational staff will participate in the staff survey. Parents and Guardians will complete a survey for any school in which they have a child. These surveys provide an opportunity for honest, anonymous feedback about climate, culture, and leadership at our schools and in the district. The results will be reported in the aggregate to ensure confidentiality. Faculty, staff, and school and district leaders will use the data from these surveys when creating and implementing School and District Improvement Plans. We anticipate getting initial reports from the staff survey on April 25 and on May 11 for the parent/guardian survey.*

**5. Dr. Jennifer Fischer-Mueller Resignation Letter and Job Posting**

*With very mixed feelings I inform the School Committee Dr. Jennifer Fischer-Mueller has now officially executed her contract to be the Superintendent of the Canton Public Schools, effective July 1, 2016. Jennifer has officially submitted her letter of resignation which has allowed us to post the position of Deputy Superintendent for Teaching and Learning.*

**6. March 3<sup>rd</sup> Meeting with Verizon**

*I am pleased to report the on-site meeting with Verizon Real Estate Division last week was extremely productive. Assistant Town Counsel, John Buchheit, Matt Gillis and I met with the Verizon representative and were able to agree on all conditions which would allow the Devotion School students to use a pathway to be constructed through the Verizon so that Marion Street can be used as a parent drop-off and pick-up location. This will greatly improve our traffic flow plans for that temporary school site.*

**7. Superintendent Public Forums at Brookline Schools**

*We have now scheduled a series of public forums in each of Brookline's school communities to update and discuss some or all of the following issues:*

- 1. FY17 School Budget*
- 2. Meet the new Superintendent*
- 3. 9<sup>th</sup> School and BHS Expansion Project update*
- 4. Principal Search updates*
- 5. District-wide Priorities – Progress Report*
- 6. Questions and Comments*

**SCHOOL / DATES**

<b><u>SCHOOL</u></b>	<b><u>DATE</u></b>	<b><u>TIME</u></b>	<b><u>LOCATION</u></b>
<i>Baker</i>	<i>March 31, 2016</i>	<i>8:00 a.m.</i>	<i>Baker Library</i>
<i>Devotion</i>	<i>March 18, 2016</i>	<i>8:00 a.m.</i>	<i>Devotion Library</i>
<i>Driscoll</i>	<i>April 7, 2016</i>	<i>8:00 a.m.</i>	<i>Driscoll Library</i>
<i>Heath</i>	<i>April 1, 2016</i>	<i>8:00 a.m.</i>	<i>Heath Cafeteria</i>
<i>Lawrence</i>	<i>April 28, 2016</i>	<i>8:00 a.m.</i>	<i>Lawrence Library</i>
<i>Lincoln</i>	<i>May 6, 2016</i>	<i>8:00 a.m.</i>	<i>Lincoln Library</i>
<i>Pierce</i>	<i>May 3, 2016</i>	<i>8:00 a.m.</i>	<i>Pierce Cafeteria</i>
<i>Runkle</i>	<i>April 15, 2016</i>	<i>8:00 a.m.</i>	<i>Runkle Library</i>
<i>BEEP</i>	<i>April 26, 2016</i>	<i>6:30 p.m.</i>	<i>School Com. Room</i>
<i>BHS</i>	<i>April 6, 2016</i>	<i>7:00 p.m.</i>	<i>BHS, Room 384</i>



**BUDGET PRESENTATIONS**

<i>March 30, 2016</i>	<i>6:30 p.m.</i>	<i>School Committee Room</i>
<i>April 6, 2016</i>	<i>8:30 a.m.</i>	<i>School Committee Room</i>

In response to a question from Mr. Kahn, Dr. Connelly stated that the administration would like to implement student surveys as soon as possible. Ms. Charlupski suggested involving students in the formulation of the survey.

**5. PRESENTATIONS AND DISCUSSIONS OF CURRENT ISSUES**

**a. MCAS 2015 Subgroup Report**

Deputy Superintendent for Teaching and Learning Dr. Jennifer Fischer-Mueller and Deputy Superintendent for Student Services Karen Shmukler presented the MCAS 2015 Subgroup Report (Attachment B). For nearly twenty years, all students in grades 3-8 and 10 in Massachusetts public schools have taken the MCAS to assess their proficiency in English Language Arts (ELA) and math. Brookline students have always achieved at high rates and outperformed the state average. The spring 2015 tests were no exception; overall, 83% of all Brookline students were proficient or advanced in ELA and 78% were proficient or advanced in math. While Brookline students have achieved high and consistent levels of proficiency in MCAS ELA and math over the past ten years, similar to the trends statewide there are notable gaps in achievement particularly for some racial/ethnic groups, income-based groups, and students with disabilities. Similar gaps exist nationally and statewide. The Department of Elementary and Secondary Education (DESE) notes in its 2015 MCAS summary that these gaps have narrowed in Massachusetts.

Dr. Fischer-Mueller and Dr. Shmukler discussed disproportionate representation in special education and provided examples of our ongoing efforts to disrupt the patterns and persistent gaps. Examples of targeted strategies include the African American Latino Scholars Program and Young Scholars, the Calculus Project, Steps to Success, METCO, Rethinking Equity and Teaching for English Language Learners (RETELL), and the Low Income Education Access Program (LEAP). They talked about the following: Referral, Evaluation, Eligibility Determination and Placement Accountability System; Child Study Enhancements: Data-Driven Instruction; Response to Intervention (RTI): Data-Driven Instruction and Intervention; Positive Behavior Support (FY 2016/FY 2017 Override); Positive Behavior Intervention and Support (PBIS) (FY 2016 Override); Read by 3 Data Team; Professional Learning Community (PLC): English Language Learners (ELL) and Special Education-Language and Learning Differences; Eligibility Data Review Team; Inclusion Teachers (FY 2015/FY 2016 Override); Transition 8-9: Brookline High School High Expectations: Push-Up Mindset; Co-Teaching; Non-Categorical Learning Centers Brookline High School FY 2017; and Elimination of Sub-Separate Academic Classes by FY 2018.

Dr. Fischer-Mueller and Dr. Shmukler talked about examining our practices around general education: Universally Designed Behavior Supports; RTI to Promote Literacy; Principles of Universal Design; and Special Education. They discussed the

continuum of instruction for all learners from Intensive Intervention and Access to Intensive Challenge and Acceleration. Examples of systemic strategies include: Continuum of Instruction for All Learners (Child Study Teams, Assessments and Data, Resources and Practices), Guidance Curriculum; Educator Evaluation-Cultural Proficiency Professional Development; and 2011 Massachusetts Curriculum Frameworks and Standards-based Progress Reports.

Dr. Fisher-Mueller and Dr. Shmukler discussed high leverage strategies: Culturally Proficient Faculty, Staff, Administration Recruitment and Training; Parent Engagement; Culturally Relevant Curriculum, Pedagogy, and School Environment; Professional Learning Communities; Systemic and Targeted Programming and Initiatives that work to bridge the gaps caused by structural inequity; RTI-Collaboration and Tiered Intervention; More Time for Student Learning; Curriculum Alignment-Standards Based; Common Formative Assessments; High Expectations for All Students; Effective Teaching; and Rigorous Coursework for All. Levers to narrow the achievement/opportunity to learn gap include: Targeting Foundational Academic Skills in Early Grades: Reading, Writing, Math; Targeting Intensive Social and Interpersonal Skill Development prek-4<sup>th</sup> Grade; Continued Investment in Early Childhood Programs and Early Literacy Development; and Investment in Early Childhood Outreach Efforts in Literacy to Children and Parents.

We have a district priority to create a comprehensive plan for the institution to address Educational Equity: 1) Identify the existing practices and programs throughout the system designed with the mission of creating more equitable outcomes for students; assess the impact of such practices and programs to determine what works and what the next steps need to be; 2) Gather data that are forms of evidence of educational equity and inequity to create a new bank of baseline data to establish targets for ongoing analyses (aligned to the Strategic Plan); 3) Analyze other efforts to identify the essential elements of a comprehensive plan; and 4) Create an implementation plan that identifies the structures, strategies, measures, and timelines necessary to achieve Educational Equity in Brookline.

School Committee Comments/Questions:

How to we spread pockets of success in narrowing achievement gaps to other classrooms? (Noted the importance of common planning time at grade level across schools, mentoring for new teachers, and collaborative planning time; sharing of practice must be imbedded in the way we do business in the schools.)

Do we see more gains with students who have been in our system longer? (Yes.)

How have our Student Growth Scores changed for subgroups? (We don't have strong growth scores continuously for the subgroups. The real work is in the classroom; that is what will move the needle. We have invested in programs, but the pace of implementation is slow.)

We need to support professional development in social competency and need to recruit teachers of color, not just as role models, but for the adult conversation component.

We need to support parents in how to advocate for their children.

How do we encourage students of color to participate in more advanced classes? (Teachers need to have high expectations for all children and avoid tracking.) It is completely unacceptable as a system to have gaps this big; we need a significantly larger conversation about race in this district; we aren't a high achieving district if we're not high achieving with equity. We need to continue to unpack the pieces we have had in various conversations. We should be moving the needle more than we are. We have the resources. People shouldn't be afraid to talk about this. The next level down of the Strategic Plan will set real targets and map our programs. We need to create accountabilities and monitor progress over time and make sure we budget appropriately. The next School Committee Workshop will focus on racial equity.

**b. Presentation of Interim Superintendent's FY 2017 Budget**

Dr. Connelly and Deputy Superintendent for Administration and Finance Mary Ellen Dunn presented the Interim Superintendent's FY 2017 Budget (Attachment C).

*Budgets are the method by which leaders communicate priorities and implement the mission, vision and goals of an organization. For the past many years, meeting our goals has run up against another price of success, and that is enrollment growth. Our district population has grown by 25.99% since FY2007. The High School has grown 6.4% in the last ten years, with a five-year growth of 9.51%. The K-8 Schools have grown 34.83% in the last ten years, with a five-year growth of 13.24%. Against these increases, growth of revenues in real dollars has been constrained by the local revenue growth and the fixed nature of Proposition 2½. Because local revenue could not keep pace with system growth, the district made the decision to invest foremost in classroom teachers as enrollments grew.*

*In FY2016 the Override allowed the School Department to add 69.1 much needed positions and resources in technology and other program areas. Ongoing support through a combination of strong support from the Town/School Partnership Agreement and Town Meeting, the help of our strong community partners, strategic investments we continue to maintain programs and improve services in General Education and Special Education.*

*Our FY2017 budget is built on revenues made available through the successful May 5, 2015 Override and local revenue growth allocated through the Town/School Partnership Agreement. We appreciate the support that Brookline voters have provided through this ballot initiative. The FY2017 recommended budget distributes these critical resources toward our commitment to maintaining class sizes at current levels and our continued efforts of implementing an equitable technology plan throughout our schools; that provides all students with needed support for meaningful 21<sup>st</sup> Century learning. This budget supports the Public Schools of Brookline's vision and priorities.*

*Moreover, this spending plan adheres to our mission "To ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and to succeed in a diverse and evolving global society."*

*We seek to provide the people, programs, and school buildings that support energized teaching and engaged learning and that promote innovation in all aspects of the school experience.*

***The Public Schools of Brookline (PSB) are guided by five Core Values:***

- *High Achievement for All. This drives investment in smaller class sizes, investment in quality early education, a commitment to inclusion classrooms, a comprehensive High School curriculum, innovative system-wide initiatives, Program Review, differentiation of instruction for all levels, and investments in contemporary educational technology.*
- *Excellence in Teaching. This drives investment in professional development, faculty mentoring programs, the materials fee program and staff children's center to attract and retain the best educators, meaningful Educator Evaluation, and professional collaboration time. Instructional coaching is the foundation of our ongoing job-embedded professional learning, in the form of literacy coaches, math specialists, Educational Technology Specialists, Enrichment and Challenge Support teachers, and librarians.*
- *Collaboration. This drives vital partnerships such as Extended Day, the Brookline Education Foundation and 21st Century Fund, Brookline Community Foundation, Brookline Mental Health, Wheelock and Lesley Intern Programs, the Brookline Music School, and the China Exchange. In addition, this core value is manifested in the schools by way of Child Study Teams (a collaborative problem-solving model), common planning time, interdisciplinary curriculum, and school-based collaborative study groups.*
- *Respect for Human Differences. This drives development of programs (e.g., School Within-A-School, Opportunity for Change), celebrations of diversity and cultural proficiency programs, Understanding our Differences (formerly Understanding Disabilities), investments in Social Emotional Learning, Bullying Prevention, Responsive Classroom (elementary) and Developmental Designs (middle level), Advisory at the High School and middle level, and English Language Learner (ELL) programs.*
- *Educational Equity. This drives our investment in system-wide Special Education Programs, the African American/Latino Scholars program, the Calculus Project, the Literacy Collaborative, Steps to Success, and Brookline Resilient Youth Team (BRYT). It also drives system-level analysis of progress, ensuring system-wide equity in new programming and resources, and a diverse hiring profile.*

*Our mission, "To ensure that every student develops the skills and knowledge to pursue a productive and fulfilling life, to participate thoughtfully in a democracy, and to succeed in a diverse and evolving global society," in turn informs our Strategic Plan. And that*

*Plan provides a framework and road map for our work, with visionary Strategic Goals that inform our budget priorities, and against which we measure our performance:*

*Goal 1: Every Student Achieving*

*Ensure that every student meets or exceeds Brookline's high standards and eliminate persistent gaps in student achievement by establishing educational equity across all classrooms, schools and programs.*

*Goal 2: Every Student Invested in Learning*

*Increase every student's ownership of his/her learning and achievement by using rigor, relevance, and relationships to foster a spirit of inquiry and the joy of learning.*

*Goal 3: Every Student Prepared for Change and Challenge*

*Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic, and social demands of life in a diverse, ever-changing, global environment.*

*Goal 4: Every Educator Growing Professionally*

*Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.*

*FY16 Accomplishments*

*The Override of May 2015 provided resources needed to begin to address the areas throughout the Public Schools of Brookline that had been stretched due to the dramatic increase in enrollment and secured resources to maintain our commitment to educational equity. Examples from the FY16 Override budget include:*

- An increase in instructional supplies to better serve the number of students and provide essential resources for new curricula;*
- An increase to nursing and guidance counselor services;*
- An increase in psychological services to support students across the district with social-emotional and mental health needs and provide preventive and proactive services.*
- An increase in personnel to support college and career guidance and planning at Brookline High School*
- The development of a middle-school stabilization program for students with social-emotional and mental health crisis*
- The development of a high school learning center with robust clinical and educational supports to enable students with complex ongoing social-emotional and mental health needs to be served at Brookline High school in the least restrictive environment*

- *An increase in student service personnel K-12 to support Response to Intervention (RTI) implementation.*
- *Expansion of the BHS African American and Latino Scholars Program (AALSP) to lower grades in the form of a mentor-like program called Young Scholars;*
- *An increase in Early Education scholarships for families economically disadvantaged;*
- *An additional Steps to Success Advisor to support students with the greatest needs in the middle grades and high school; and,*
- *An increase for translation services and English Language Learner (ELL) teachers to support students who are not proficient speakers of English.*

*The FY16 Override budget also supported the opening of “Devotion at Old Lincoln,” now referred to as Upper Devotion. Upper Devotion was provisioned to provide a rich educational experience to students in grades seven and eight transferred to Old Lincoln from the Devotion School.*

*Other accomplishments in FY16 included:*

- *Implementing the ECS Program Review recommendations for additional ECS teachers across the schools;*
- *Increasing tuition reimbursement for educators;*
- *Providing more professional learning opportunities for staff in cultural proficiency, technology enhanced teaching and learning, Project-based Learning (thanks, also, to the Brookline Education Foundation), and content (e.g., coding); and*
- *Enhancing our Continuum of Instruction for All Learners, which outlines the strategies, services, and tools of a robust Response to Intervention (RTI) program for the broad range of learners in Brookline classrooms.*

*Of great significance, the FY16 budget supported the continuation of the Technology Plan. This included strengthening the network infrastructure; lowering the lifecycle of existing inventory; providing equitable access to devices across the schools; and expanding the portfolio of digital tools, including e-books, audio-books, and subscriptions to digital content.*

*Highlights in the FY17 Budget:*

*The FY17 budget provides funds to continue advancing important educational practices and provide needed resources, including, for example:*

- *Increase of 5.0 FTEs for K-8 classrooms and 5.0 FTEs for BHS;*
- *Advance the plan for K-8 literacy program:*
  - *Total increase of 3.5 FTEs (3.0 FTE coaches and .5 FTE for intervention)*
- *Advance the plan for K-8 mathematics program*

- *Total increase of 3.1 FTEs (2.0 FTEs for instructional coaches and 1.1 FTEs for intervention)*
- *Continue the implementation of the Tech Plan in order to better infuse technology into teaching and learning (e.g., digital literacy standards) and support efficient and effective operations (e.g., continue growth of inventory of devices, implement Mobile Device Management tool);*
- *Implement language proficiency assessments to English Language Learners (ELLs) in PreK;*
- *Identify and provide required professional learning for all educators in cultural proficiency and training opportunities in Sheltered English Immersion to support ELLs;*
- *Provide student choice of World Language for grade 6;*
- *Continue to strengthen onboarding and mentoring for incoming administrators; and,*
- *Continue to improve inclusive classroom practices to better meet the needs of all learners, including supporting Child Study Teams and efficiently and effectively allocating support services (e.g., math specialists and ECS resource teachers)*

*These are just a few highlights for FY17 and accomplishments in FY16. Visit the specific department or program area in the FY17 budget book to see a more comprehensive list of accomplishments in FY16 and objectives for FY17.*

Dr. Shmukler and Dr. Fischer-Mueller explained staffing changes, some of which were funded through the override (district-wide nursing position, literacy coaching roll-out, technology support, data registration specialist). The Committee discussed whether the reserves are sufficient. Salary funds will become available as staff turns over. The Finance Subcommittee will be discussing reserves in more detail on March 14, 2016. Ms. Charlupski suggested maintaining a separate reserve for grants. The Committee discussed the proposed budget reductions. The budget will be very tight. Ms. Dunn will be talking to the Town Administration about possibly funding the cost of Devotion transportation out of the project budget.

## **6. NEW BUSINESS**

There was no new business to discuss.

## **7. PROPOSED EXECUTIVE SESSION**

By unanimous roll call vote at 9:35 PM, the School Committee entered into Executive Session pursuant to MGL chapter 30A section 21(a)(1), and for Purpose 3, to discuss strategy with respect to collective bargaining (Brookline Educators Union-Units A, B, and Paras). By unanimous roll call vote at 10:00 PM, the School Committee reconvened in public session.

**8. ADJOURNMENT**

Ms. Ditzkoff adjourned the meeting at 10:00 PM.

Respectfully Submitted,

Robin E. Coyne, Executive Assistant  
Brookline School Committee